

# **Belmont Primary School**

## **Personal, Social, Health and Citizenship Education (PSHE) Policy**

**At Belmont Primary School we see Personal, Social, Health and Citizenship Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.**

### **1. Aims**

The aims of PSHE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. have respect for themselves and others, valuing the differences and similarities between people;
- 1.2. develop good relationships with other members of the school and wider community;
- 1.3. be independent, self-disciplined and responsible members of society;
- 1.4. be positive and active members of a democratic society;
- 1.5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. know and understand what constitutes a healthy lifestyle;
- 1.7. be aware of safety issues and manage risk in their own lives.

### **2. Curriculum organisation**

2.1 Every class has a timetabled session of 30 minutes PSHE every week. This lesson will follow the planned whole school scheme of work based on the SEAL programme (*Social, Emotional Aspects of Learning*). Through this scheme of work, we cover the National Curriculum guidance for PSHE.

2.2 In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular topics: Science, Geography, RE, English and History.

2.3 PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.

2.4 Whole school and class assemblies provide a regular opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

### **3. Teaching and learning strategies**

A range of teaching and learning strategies is used:

- 1.8. During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 1.9. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 1.10. Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- 1.11. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- 1.12. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; Belmont Parliament meetings; recycling; and by taking on roles of responsibility for themselves, for others and for the school.

### **4. Resources**

The school uses a range of visitors and planning guidance to inform and enhance provision. Resources include SEAL documents and Jenny Mosely Circle Time © materials.

### **5. Equal Opportunities**

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, disability and value differences without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

### **6. Community links**

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our weekly newsletters and website information. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us.

We foster links with the wider community through various activities such as our relationship with local places of worship and local secondary schools.

## **7. Building children's resilience to radicalisation**

*(see The Prevent Duty, DFE. June 2015)*

The school builds pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making. This further supports the school's work on promoting the spiritual, moral, social and cultural development of pupils and, within this, fundamental British Values. In Citizenship, pupils learn about democracy

## **8. Assessment, reporting and recording**

8.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.

8.2 Teachers assess children's progress in PSHE:

- by making informal judgements as they observe them during lessons and at other times around school
- by making formal assessments of their work and performance, measured against the specific learning objectives set out in the PSHE scheme of work
- By reporting to parents each year.

## **9. Subject review and monitoring**

The PSHE Leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by passing on information and ideas, and delivering staff training as appropriate. We also hold regular staff meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

## **10. Links with other policies**

This policy links particularly to the following policies: Confidentiality, Sex and Relationships Education, Drug Education, Child Protection, Behaviour, Anti-bullying and Food.

**Date:** April 2016

**Policy to be reviewed: April 2019**